

Lesson 2

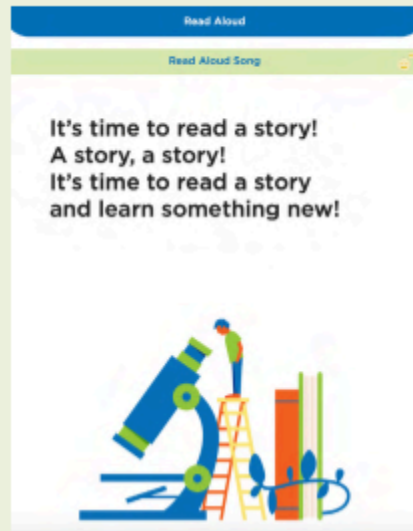
Close reading



SAY

We are going to sing our read aloud song. “It’s time to read a story! A story, a story! It’s time to read a story and learn something new!” In Unit Four we are going to explore the topic, Working Together. Critical readers and writers look closely at stories and use this information in their thinking, discussions, and writing. As critical readers, thinkers, and writers, we are going to read different stories to learn information about this topic to answer this guiding question: How can we understand each other and work together? As we read the anchor texts in this unit, let’s think of information or ideas we can learn from the text that will help us answer this guiding question. Let’s get started! We are going to enjoy an exciting story today, **Stone Soup** by Jon J Muth. Let’s listen to the story to find out how the characters work together.

Lesson 2



Complete the first step of the Close Reading process **1. Fluent Read of entire text for joy of reading and fluency (intonation, expression, and accuracy).**

Peer discussion



Now we are going to go back to a few pages and look closely at the pictures and words to help us retell the story with key details.



Complete the second step of the Close Reading process **2. Read portions of the text closely for academic vocabulary, deeper understanding of topic, and annotate text.**

Lesson 2



In the story, the villagers do not like working together. They work hard, but only for themselves. Look at the text (or words) on page 12 and say the word curiosity. Curiosity is wanting to know or learn more about something. The villagers become curious about the stone soup the monks are making. Their curiosity helps them learn to work together. Turn to the person next to you and share how the story began and how it ended. How did the villagers change? How do you know?



Listen as students share to assess students ability to recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Text-dependent questions



Complete the third step of the Close Reading process **3. Use annotations and text-dependent questions to collect information and check student understanding.**

Lesson 2



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Now let's think about the key details of the story. Think about this text-dependent question: How was the point of view of the monks and the villagers the same or different? Did the characters in the story work together? How do you know? Use key details and evidence from the story to support your thinking. Close your eyes and massage your brains and think about your answer: How was the point of view of the monks and the villagers the same or different? Use key details from the story and evidence to support your thinking. Be ready to share with a partner. Turn to the person next to you and take turns sharing your thinking.



DO

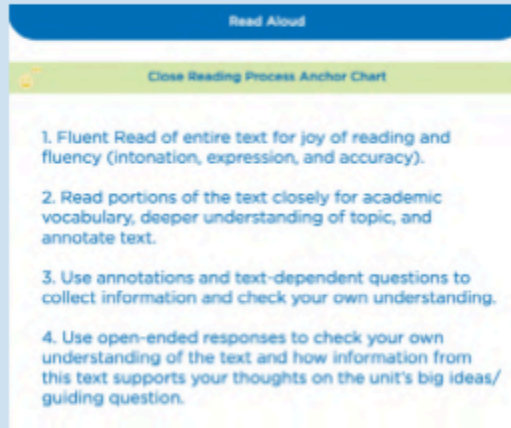
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This was awesome information! Let's go back to the text and annotate (or highlight) the evidence we have to support our thinking.



SAY



DO

Model for students how to connect their retelling of the story to evidence from the text.